

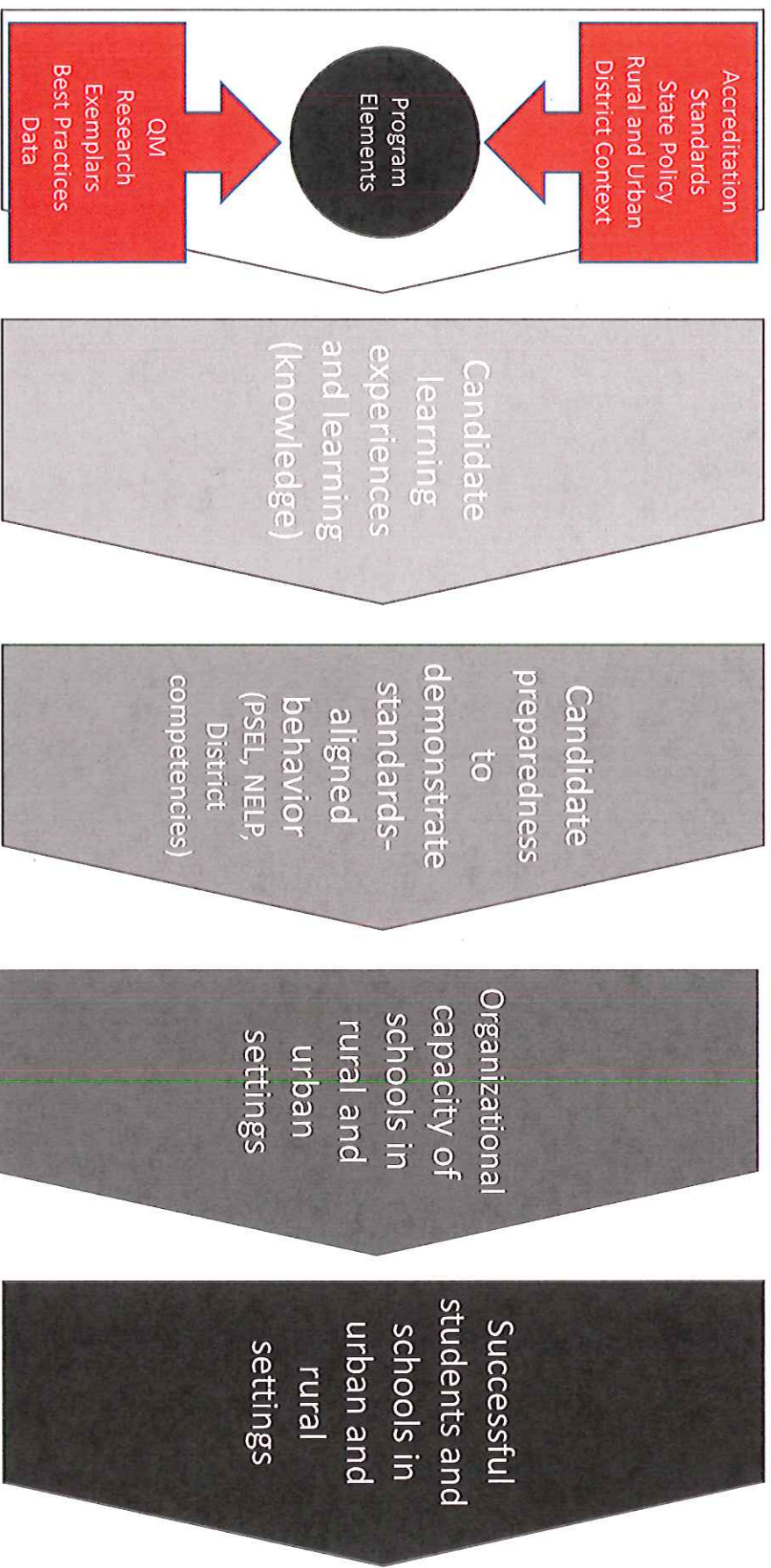
WKU UPPI Statement of Rationale:

Western Kentucky University (WKU) in partnership with the **Green River Regional Educational Cooperative (GRREC)**, **Kentucky School Districts** and the **Education Professional Standards Board (EPSB)** will advance the *University Principal Preparation Initiative (UPPI)* funded through the Wallace Foundation. Working collaboratively with our partners and other critical stakeholders, WKU will endeavor to develop leadership standards, competencies and effective practices that prepare highly effective school leaders to work in diverse populations, with an emphasis in the rural context. The UPPI supports the development of a principal pipeline to improve and increase the number of highly-effective leadership candidates and practitioners in the region.

The intended outcomes from the UPPI are: 1) A coherent principal preparation program that prepares exemplary school leaders who are ready to lead diverse and rural schools; 2) the development and implementation of the Leader Tracking System (LTS) for the region that manages talent for the GRREC region and provides data to WKU to assess the effectiveness of curriculum and clinical experiences; and, 3) the development of state policies and regulations that support transformative practices in school leadership and development.



UPPI Program Impact **WKU** Logic Model



This work completed as part of the
Wallace Foundation's UPPI Grant



Principal Preparation Program WKU Curriculum Logic Model

Vision Statement

The WKU principal preparation program in partnership with schools, districts, and state agencies prepares and develops school leaders for rural and urban districts in Kentucky. The program admits qualified post-master's degree applicants into a cohort-based program. Applicants are selected on the basis of their experiences as effective educators and educational leaders and their aspirations to lead schools to improve student learning outcomes. The program is committed to engaging leadership candidates in a range of challenging learning experiences, including on-line, face-to-face, and site-based project methods that develop and assess their leadership learning capacities. Program graduates are prepared to lead schools to respond to the cultural, economic, and educational challenges of the 21st Century. Courses are sequenced to ensure that students are developing their abilities to lead people and systems to support continuous school improvement.

Inputs

Partnerships with schools, districts, state agencies
Collaborative WKU program design and faculty commitment to ongoing program improvement
Post-Master's degree candidates who are effective educators and demonstrate leadership

Processes

Carefully sequenced courses in cohort structure delivered online and face-to-face
Thematically organized curriculum to develop candidates' proficiency in: <ul style="list-style-type: none">• Instructional leadership,• Leading inquiry cycles,• Leading for equity & justice,• and effective communication
Rigorous program designed on foundation of national standards in school leader performance
Scaffolded, authentic, project-based assessments that demonstrate developing mastery of leadership competencies
Data-based systems for monitoring program effectiveness and continuous improvement

Outcomes

School leaders able to improve PreK-12 learning outcomes in rural and urban Kentucky settings
School leaders ready to respond to the cultural, economic, and educational challenges of the 21 st Century
Systemic analysis of program data that contributes to program improvement and to the literature in the field

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Principal Preparation Program WKU Curriculum Development Process

Establish Work Routines

- **Collaborative Planning**
- Faculty identified needs and overall timeline
- Partner-provider articulated goals and agenda
- Stakeholders and partners provide input

Multiple Work Settings

- **Independent:** heterogeneous (divide and conquer) and homogeneous (capturing everyone's voice)
- **Non-facilitated group work** (work faster)
- **Facilitated group work** (work slower)
- **Stakeholder meetings**

Group Norms

- Assume best attentions
- Be fully present
- Commit to your best methodological character

Embedded Reflective Practices

- End-of-session reflections
- Surveys
- Stakeholder feedback loops
- Monitoring tools: decision tables and timelines
- Consideration of other programs' work
- Collaborative writing on shared experiences

Make Work Problem-Centered and User Specific (Brk et al., 2011)

- **Define Context Using Data**
- Self reflection (QM assessment, course/program evaluations and documents)
- External feedback (Focus groups and interviews conducted by partner-provider, conversations with stakeholders and partners)
- Analysis of current and emerging standards (ISLLC, PSEL, NELP, CAEP)
- Research (effective principal preparation programs and program redesign)
- Cross-program comparison (UIC and other program documents)

Identify Problems of Practice

- Examples of opportunities for improvement in current program:
- A systemic approach to addressing issues of equity and diversity
 - Intentionally planning to support learning in areas identified as key challenges for new leaders in Kentucky: using systems thinking in leading improvement, developing and leading PLCs, managing schools, engaging in difficult conversations
 - Horizontally and vertically aligned learning with logically spiraled progressions of learning
 - Excessive or inferential standards in some courses

Surface Program Theory and Assumptions (Orr et al., 2012)

Identify strands to guide learning and alignment

- What will learning look like? (leading instruction)
- How will we make sure all students succeed? (leading equitably)
- How will we communicate and build relationships with all stakeholders? (leading people)
- How will we use data to lead continuous improvement? (leading cycles of inquiry)

Initiate the Curriculum Design (Orr et al., 2012)

- Address structural decisions (number of hours, program type, ...)
- Develop potential courses based on standards
- Sequence potential courses based on potential progressions of learning and semester themes

Map to Standards (Orr et al., 2012)

- Develop potential courses based on standards
- Vertically and horizontally align courses based on semester themes and strands
- Identify standards for formative and summative assessment

Assess Coherence (Orr et al., 2012)

- Develop curriculum crosswalk with
- horizontal alignment by semester themes
- vertical alignment by strands
- alignment to all NELP standards

Develop Authentic Learning Experiences (Orr et al., 2012)

- Create anchor assessments with common components
- Evidence/data collection
- Diagnostic analysis/problem identification
- Connection to literature and best practices/recommendations
- Reflection

Semester 1: Leadership and Policy Context of Schools

Course 1	Intro to Leadership
Description	This course will provide students an overview of leadership theory and vocational discernment. Students will participate in 360 degree assessments to identify their strengths and weaknesses as leaders and develop a growth plan for the entire program.
Course Goals	
Leading Instruction	WKU principals candidates will...
Leading Equitably	1.1 understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.
Leading Continuous Improvement	1.2 understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.
Leading People	2.3 model essential educational values such as democracy, community, individual freedom and responsibility, equity, social justice, and diversity.
Alignment is shown to NELP standards	2.1 display professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their discussions, writing, actions, decision making and relationships with others.
	2.4 understand and demonstrate the capability to model ethical behaviors in their actions and relationships with others.
	1.1 understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.

Course 2	School Law and Policy
Course Goals	Overview of legal systems, Kentucky school law and educational policy
Leading Instruction	WKU principals candidates will...
Leading Equitably	2.2 understand and demonstrate the ability to evaluate moral and legal consequences of their decisions.
Leading Continuous Improvement	2.3 model essential educational values such as democracy, community, individual freedom and responsibility, equity, social justice, and diversity.
Leading People	6.4 understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate to promote student and adult success.
	2.1 understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement in their actions, decision making and relationships with others.

Culture of Achievement

The principal's role in forming real Professional Learning Communities (to include leading, monitoring, and supporting), and how PLCs support the work of curriculum, instruction, and assessment. Leading data systems; data teams; and mission and vision of schools will also be addressed.

WKU principals candidates will...

- 1.1 understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.
- 1.4 understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.
- 6.1 understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.
- 1.3 understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.
- 3.4 demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.
- 4.3 understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.
- 3.4 understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.
- 7.2 understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.

Community of Learners

This course will be focus on building school community relationships. Students will develop a community communication plan. There will be an emphasis on creating a culture of responsiveness, parent and community involvement, and school governance.

WKU Principal Candidates will ...

- 4.1 understand and demonstrate the capability to to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.
- 3.2 understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.
- 3.3 understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.
- 6.2 understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.
- 5.1 understand and demonstrate the capability to maintain effective two-way communication with families and the community.
- 6.3 understand and demonstrate the capability to develop and coordiante communication systems to deliver actionalbe information for classroom, school improvement, and community engagement.
- 7.2 understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.

Semester 3: Leading Learning

Learning Systems

This course will develop students' understanding of best practices and current trends in curriculum, instruction, and assessment and how to use available tools to monitor and improve the alignment and implementation of these systems to promote academic success for all students.

WKU principal candidates will...

4.1 understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.

4.3 understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.

3.2 ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.

3.3 acquire, manage, and interpret data to support student learning, collective professional capability and community, and family engagement.

6.2 understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

Building Teacher Capacity

This course will develop human resource leadership for P-12 emphasizing the development of teachers through evaluation, coaching, and comprehensive professional development.

WKU Principal Candidates will...

4.2 understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.

4.4 understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for all students.

6.2 understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

2.4 understand and demonstrate the capability to model ethical behavior in their actions and relationships with others.

7.1 understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

7.3 understand and have the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.

7.4 understand and have the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.

Experiences

Semester 4: Leading and Managing for Continuous Improvement

Managing and Leading Schools

This course will focus on managing resources, time, structures, and people; balancing leadership and management; collaborative decision making, and distributed leadership.

WKU principal candidates will...

6.1 understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.

3.1 understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.

4.3 understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.

6.3 understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.

7.1 understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

7.3 understand and have the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.

School Improvement

This course will focus on understanding and modeling a systems approach to leading and change as well as leveraging resources for change.

WKU Principal Candidates will...

1.1 understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.

1.4 understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.

6.2 understand and demonstrate the ability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

3.1 understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.

6.2 understand and demonstrate the ability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

2.1 understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.

6.3 understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.

**Apply systems thinking by promoting coherence and improvement efforts PSEL